Unit 1A Group Project

The Kingdom of Sumer is in decline. Akkadians are threatening the northern border of the kingdom and Elamites raid the western lands from the mountains. More soldiers are needed to keep the borders secure and to keep order in the cities which is stretching an already precarious food situation. After years of intensive cultivation in Sumer the slightly brackish waters of the Tigris and Euphrates rivers are slowly salinating the arable land of the Kingdom. The current situation is unsustainable. If current food production is kept up the fields will fail, however if food production is brought down to a sustainable level there will not be enough soldiers to protect our borders. You are part of a royal commission charged with saving Sumer....it will not be easy.

Problem 1: Border Security

The growing scarcity of grain made the Sumerian population generally hungrier, less healthy, more fractious, and less able to defend itself. Lacking the full measure of grain tax, the court of the Ur III Dynasty could not pay its soldiers. The trespassing Amorites could not easily be driven away. In the first three years of his reign, Shu-Sin lost progressively more of his frontier. By the fourth year, he was desperate enough to try a brand-new strategy, one unused before: he ordered a huge wall, 170 miles long, built across the plain between the Tigris and the Euphrates, in a frantic attempt to keep the Amorites away. Was this the best option? What were the pros and cons of building a wall? What were his other choices? What would you have done?

Problem 2: Environmental

The farmers of Sumer were not so ignorant of basic agriculture that they did not understand the problem. But the only solution was to avoid planting every other year, in a practice called “weed fallowing”—allowing weeds with deep roots to grow, lowering the water table and allowing salt to wash back down beneath the topsoil. In the meantime, what would the cities of Sumer eat? And how would the increasingly strict tax burden, made necessary by a large and highly structured bureaucracy organized by Shulgi and preserved by his heirs, be shouldered?

What should they do? What are the long term and short term consequences of both choices? Is there another option?

Problem 3: Internal Divisions

Ur was suffering from famine, thanks to those salty fields and a lack of grain and meat; Ibbi-Sin sent Ishbi-Erra, his trusted commander, north to the cities of Isin and Kazallu to fetch supplies. Instead of returning with the supplies Ishbi-Erra sent a letter to Ibbi-Sin saying that unless he sent him more money, soldiers, and boats he would not be coming back. This was clearly extortion! What would you do? What are the options and the problems and risks associated with them?

Problem 4: International

When Ibbi-Sin had been on the throne for two years, Eshnunna, in the far north of his remaining empire, rebelled and refused to pay tribute, and Ibbi-Sin did not have the soldiers to bring the city back into the fold. The year afterwards, the Elamite king of Anshan—a principality which had been technically free from Sumerian domination, but which had made an alliance with Shulgi by marriage, fifty years before—rejected the half-century-old treaty and drove the Sumerians back out of Susa. Two years later, Umma broke free; three years later, in the eighth year of Ibbi-Sin's reign, the prestigious city of Nippur refused to acknowledge his lordship any longer.

Why are these cities rebelling? What are the options to make them obey once again? What should Ibbi-Sin do to restore his Kingdom?

Scoring Component

In order to complete this project your group is going to have present your solution to the class in the manner of a Pecha Kucha. You will have 20 slides advancing at 15 seconds a slide to address the issues that face your group. At the conclusion of all the presentations the class will separate into two teams to deliver their overall suggestions for the survival of Sumer. Your group will be scored according to the rubric and extra credit will be rewarded to the team that has the best final proposal.

Ideal format

Each member of the group will choose one problem to concentrate on. 4 people per group=5 slides per person=1:15 to pitch your solution.

Use the information provided to construct your report. Make sure that you can explain how you would do the things that you propose.

World History
Middle Creek High School

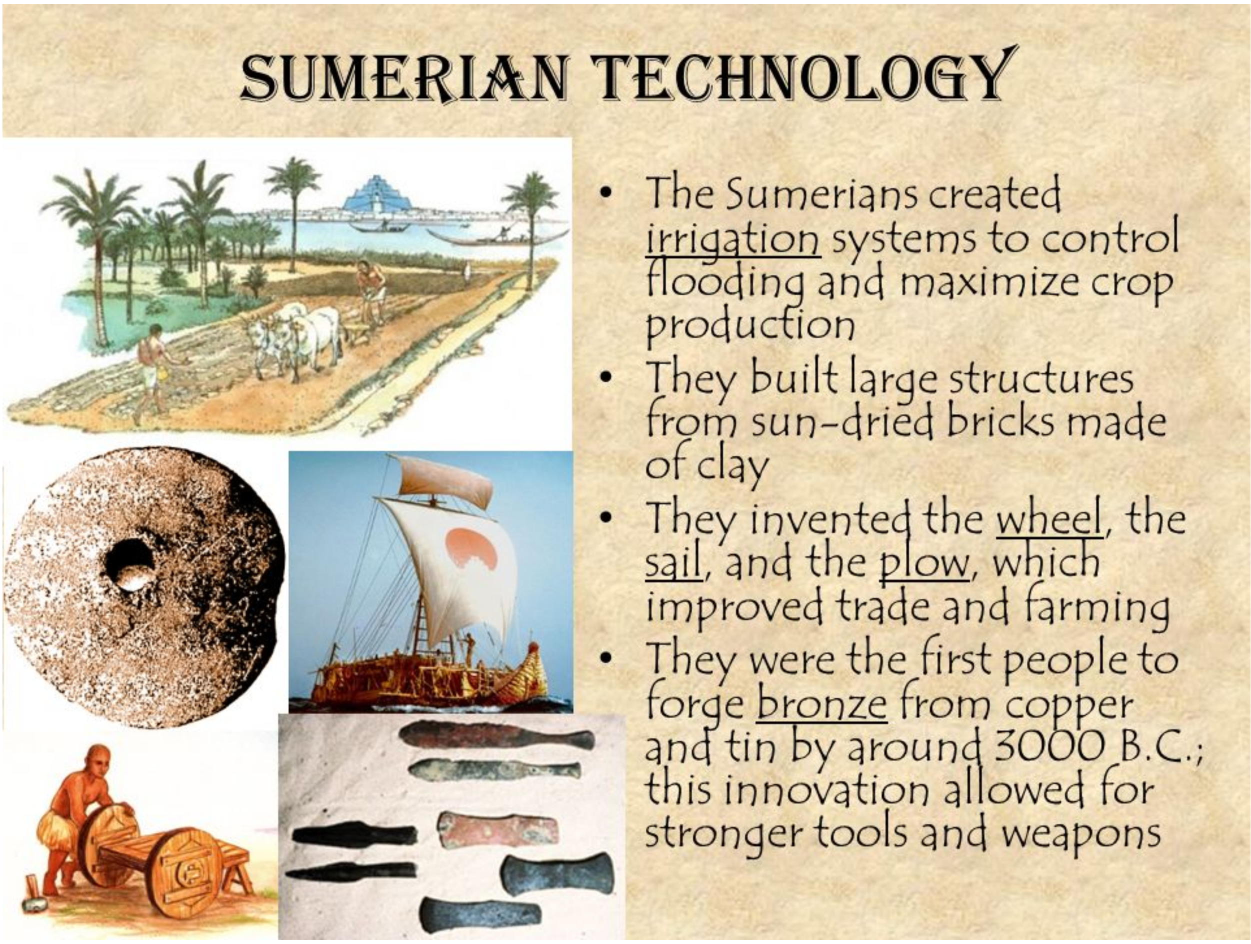
Name ____________________
Date ____________________
Period ___________________

Presentation Project Rubric

<table>
<tr><th>(4) Distinguished</th><th>(3) Accomplished</th><th>(2) Proficient</th><th>(1) Below Average</th></tr>
<tr><td colspan="4"><u>Content</u></td></tr>
<tr><td>(4) 60</td><td colspan="3">A complete understanding of the material is evident through the collaboration of all group members information. The information in all aspects of the project is correct, complete, and contains abundant detail, evidence and support.</td></tr>
<tr><td>(3) 55</td><td colspan="3">A strong understanding of the material is evident and through the collaboration of all group members information. The information in all aspects of the project is correct, complete, and is relatively detailed, with good evidence and support.</td></tr>
<tr><td>(2) 50</td><td colspan="3">A moderate understanding of the material is evident through the collaboration of all or some of the group members information. The information is mostly correct. Some aspects may be incomplete or missing and/or lacking detail, evidence and support.</td></tr>
<tr><td>(1) 45</td><td colspan="3">A weak understanding of the material is evident. There is little to no evidence of collaboration among the group members. The information is incorrect, there are major parts incomplete or missing, or the work is not completely original. Little to no detail, evidence or support is shown.</td></tr>
<tr><td colspan="4"><u>Organization/Visual</u></td></tr>
<tr><td>(4) 20</td><td colspan="3">The final product is very neat and professional with an excellent layout and organization. It is aesthetically pleasing, colorful and creative. The visual aids are clear, colorful, creative, and effectively support the information and hold to a common theme between presenters.</td></tr>
<tr><td>(3) 15</td><td colspan="3">The final product is neat and professional with a good layout and organization. It is attractive, colorful and creative. The visual aids are clear, creative and support the information and support the information and hold to a common theme between presenters.</td></tr>
<tr><td>(2) 10</td><td colspan="3">The final product is somewhat neat and the layout is somewhat organized. It is relatively attractive, colorful and creative. The visuals aids support the information of individuals and/or group members to some degree.</td></tr>
<tr><td>(1) 6</td><td colspan="3">The final product is not neat or professional, and has little to no organization. It is not attractive, colorful or creative. The visual aids are not creative, don’t support the information of individuals and/or group members, or are missing.</td></tr>
<tr><td colspan="4"><u>Presentation</u></td></tr>
<tr><td>(4) 20</td><td colspan="3">Holds attention of the audience with the use of direct eye contact, seldom refers to notes, speaks with inflection to maintain audience interest, emphasizes key points, demonstrates strong knowledge and enthusiasm about the topic during entire presentation and exhibits a seamless and rehearsed flow through the presentation.</td></tr>
<tr><td>(3) 15</td><td colspan="3">Consistently uses eye contact with audience, refers to notes more frequently, speaks with satisfactory inflection, emphasizes key points, shows a good knowledge and enthusiasm about topic.</td></tr>
<tr><td>(2) 10</td><td colspan="3">Makes inconsistent eye contact with audience, relies heavily on notes, speaks with little or no inflection, covers most key points, appears uncomfortable with information and is only somewhat enthusiastic about the topic.</td></tr>
<tr><td>(1) 6</td><td colspan="3">Makes little to no eye contact with audience, reads the entire report from notes, speaks in a low monotonous tone which causes audience to disengage, does not have grasp of the information and shows little to no enthusiasm for the topic.</td></tr>
</table>

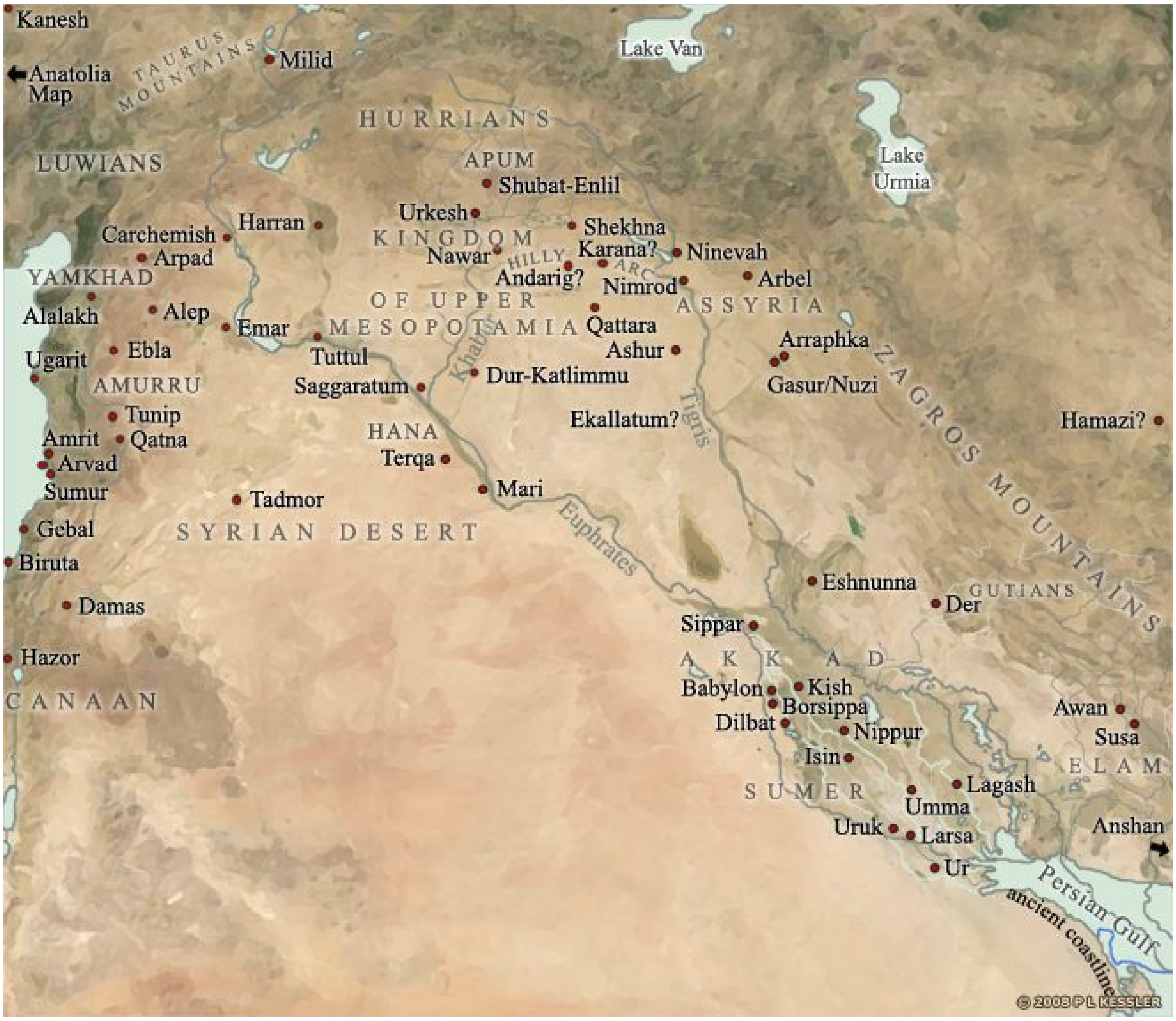
Total Score

Content ____ + **Organization** ____ + **Presentation** ____ = ____ / **100**



SUMERIAN TECHNOLOGY

- The Sumerians created irrigation systems to control flooding and maximize crop production
- They built large structures from sun-dried bricks made of clay
- They invented the wheel, the sail, and the plow, which improved trade and farming
- They were the first people to forge bronze from copper and tin by around 3000 B.C.; this innovation allowed for stronger tools and weapons


Kanesh
Anatolia Map
TAURUS MOUNTAINS
Milid
Lake Van
HURRIANS
Lake Urmia
LUWIANS
APUM
Shubat-Enlil
Urkesh
Harran
Carchemish
Shekhna
KINGDOM
Karana?
Ninevah
Nawar
HILLY ARC
Arpad
YAMKHAD
Andarig?
Arbel
Nimrod
OF UPPER
Alalakh
Alep
ASSYRIA
Emar
MESOPOTAMIA
Qattara
Ebla
Tuttul
Arraphka
Ugarit
Ashur
Khabur
Dur-Katlimmu
ZAGROS MOUNTAINS
AMURRU
Saggaratum
Gasur/Nuzi
Tunip
Tigris
Ekallatum?
Hamazi?
HANA
Amrit
Qatna
Arvad
Terqa
Sumur
Mari
Tadmor
Gebal
SYRIAN DESERT
Euphrates
Biruta
Eshnunna
Damas
Der
GUTIANS
Sippar
Hazor
AKKAD
CANAAN
Babylon
Kish
Borsippa
Awan
Dilbat
Nippur
Susa
Isin
ELAM
Lagash
SUMER
Umma
Anshan
Uruk
Larsa
Ur
Persian Gulf
ancient coastline
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